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ABSTRACT

The purpose of this guide is to provide school personnel with a format for curriculum design in elementary school physical education. The organization and administration of such a program are discussed in the first of three major sections. The second section covers characteristics and needs of children of differing abilities and how to plan a physical education program that will meet these needs. Methods of evaluating results are also outlined. In the final section activities and games suitable to different age and ability groups are described. Annotated bibliographies conclude each section. (JD)

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PROVINCE OF BRITISH COLUMBIA

DEPARTMENT OF EDUCATION

DIVISION OF EDUCATIONAL PROGRAMMES - SCHOOLS

CURRICULUM DEVELOPMENT BRANCH

ELEMENTARY SCHOOL PHYSICAL EDUCATION

(Revision of 1971 Edition)

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VICTORIA, BRITISH COLUMBIA
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PREFACE

This guide is a revision of the 1971 edition, which outlined the new Elementary School Physical Education program.

In general a number of modifications in the form of reorganization, additions and deletions have been made. A number of the original pictures have been replaced.

Teachers will note major changes to certain specific sections: the reorganization of the area on Content of Program; the expansion of the sections on Evaluation and Aquatics; the addition of a section on Outdoor Education.

It is hoped that this revised edition will provide teachers and principals with even more useful guidelines for elementary physical education.

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the professional advice and assistance of the following members of the Elementary Physical Education Revision Committee:

Dr. G. Kirchner

Mr. G. Longstaff

Miss D. Marsden

Mr. G. MacNab

Mr. T. Tobacco

Mrs. H. Trangsrud

Recognition is also given to these former members of the Committee who contributed to the development of this program:

Mrs. A. Copp

Mr. J. Hodgins

Dr. S. Stratton

Miss M. Summers

Mrs. M. Souter

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INTRODUCTION

I PURPOSE OF THE GUIDE

The purpose of this guide is to provide school personnel with a format for curriculum design in elementary school physical education. Programs will vary from one district to another, depending upon the geographical location, facilities and community interest. Individual development of curriculum is contingent upon communication of ideas in program content which should occur among primary, intermediate and secondary teachers, school administrators and community personnel. It is anticipated that the guide will provide the necessary information to permit educators to adapt the provincial program to satisfy local situations.

A separate publication, RESOURCE SUPPLEMENT FOR THE ELEMENTARY PHYSICAL EDUCATION PROGRAM, which supplements the material in this Curriculum Guide and provides sample lesson plans for each of the content areas, is available from the Publication Services Branch, Department of Education.

In order to assist teachers further, a set of resource books has been identified for distribution to schools.*

*The term PRIMARY as used in English texts refers to the elementary school level in B.C. The term INFANT SCHOOL normally refers to Kindergarten to Grade 3 level in B.C.

II PHILOSOPHY AND OBJECTIVES

The realization of the concept of the mind-body relationship is the unique contribution of physical education to the human development of each child. This contribution becomes significant for the individual when he/she understands his/her physical capabilities and limitations, and uses this knowledge with confidence. The principles of movement must be incorporated into the physical education program and be presented in meaningful and enjoyable learning experiences.

The physical education program must offer a wide variety of activities. This exposure evolves through learning experiences that are geared to the child's interests, needs and characteristics, and are compatible with his/her rate of development.

Individualized learning is an educational concept that is inherent in physical education, and provision for individual differences among children should be made within the program.

The objectives of the physical education program should reflect its philosophy, and in turn give purpose and direction to the daily lesson. The aim of the physical education program is to stimulate and enhance the natural rate of physical development. The objectives of a broad physical education program provide for learning experiences in social, emotional and mental development as well as in physical development. These objectives are realized when each child becomes aware of the capabilities and limitations of his/her body through a knowledge of the principles of movement, relates this knowledge to the mind-body concept, and then effects optimum growth and development through contribution to and participation in physical education.

ORGANIZATION AND ADMINISTRATION

I TIME ALLOTMENT

II FACILITIES

III SUPPLIES AND EQUIPMENT

IV CLASS ATTENDANCE

V DRESS

VI SAFETY

ORGANIZATION AND ADMINISTRATION

I TIME ALLOTMENT

In the process of developing this guide the Provincial Revision Committee conducted a survey throughout Canada and selected districts in the U.S.A., to ascertain recommended time allotments for Physical Education. The following suggested time allotment is within the minimum recommended range for the Primary and Intermediate levels. Such recommended times are also supported by members of the medical profession, Provincial and District Physical Education committees, and numerous educators representing other curricular areas.

In order to satisfy the needs of children and to achieve the objectives of the program it is desirable that physical education classes be scheduled every day, particularly in the primary grades. It is recommended that these instructional periods be of thirty minutes duration at the primary level and forty minutes at the intermediate level.

To accommodate these suggested time allotments, the following areas, which may be defined as teaching stations, may be used to supplement the standard elementary gymnasium.

- playgrounds
- hardtop areas, both covered and uncovered
- community facilities
- classrooms

In order to make maximum use of all teaching stations at any given time of the year, classes should be scheduled from 9:00 a.m. throughout the full teaching day.

II FACILITIES

A. Elementary Gymnasia

As noted in Administrative Circular 19.1.71, in all new construction, no permanent stages will be approved for elementary gymnasia. Portable stages will be approved. The floor area saved will become part of the total gymnasium area and thus allow the elementary gymnasium to be used more effectively for its primary purpose.

B. Change Rooms

To be of use to both school and community all elementary schools should have adequate change rooms.

C. Playgrounds

The design of playgrounds is constantly changing. Site development should provide for the following features:

(1) Hardtop Areas, Exclusive of Parking and Walkways

A covered or open hardtop area should be located adjacent to the activity room in order to use the walls for games. Wherever possible, hardtop should be marked out with court games' lines.

(2) Playfields

A turf or all-weather field, 100 yards by 60 yards minimum should be provided. Six soccer goals and a minimum of two softball backstops should be placed on the periphery of the field. A minimum of one long jump runway and pit, and a minimum of one high jump pit should also be provided.

(3) Adventure or Creative Playgrounds

A natural site should be left for the development of adventure playgrounds. A setting of trees and rough land is most desirable.

(4) Lunchrooms and Existing Stages

These facilities may provide extra teaching stations. A large number of primary activities and a certain number of intermediate activities may be carried out in such areas.

(5) Community Facilities

It is recommended that wherever possible, community fields, pools, rinks, and other recreational facilities and resources be used in the school program.

The possibility of a community organization sponsored by a municipality constructing and operating facilities on school property for community and school purposes should be investigated.

III SUPPLIES AND EQUIPMENT

The following is considered a minimum list of supplies that should be available for each respective activity. Schools should only purchase the recommended number of items required for activities that are part of their physical education program. Class sets of "40" are used to provide each child in the instructional program with a piece of equipment.

In addition to the minimum set of supplies required for the instructional program and located within a gymnasium equipment room, teachers may wish to request additional specific items for use in the classroom.

A. Supplies

Item/s	Class Sets Minimum Number	Specification
Bean bags	40	0.25 kg or 0.50 kg
Hoops 75 cm - 20 90 cm - 20	40	recommended heavy duty plastic hoops
Skittles	40	
Wooden Blocks	40	2.5 cm x 10 cm x 10 cm
Individual Skipping Ropes	40	recommended coloured marking for different lengths
Battledore Bats	40	
Canes	40	20 at 1 m, 20 at 1.37 m
Pinnies or Bibs	40	10 of each colour
Rings (quoits)	40	rubber
Floor Hockey sticks	40	plastic
Grass hockey or shinty sticks	40	
Individual mats	40	
Tennis Racquets	40	
Playballs	40	22 cm) rubber
Playballs	40	12.5 cm)
Perforated Plastic Balls	40	
Scoop Ball Scoops	40	
Small rubber balls	12	
Medicine balls	4	2 large, 2 small
Footballs	5	rubber
Soccer Balls	10	
Basketballs	10	regulation or mini-ball
European Handballs	2	
Grass hockey balls	20	regulation
Table Tennis Balls	12	
Rugby Balls	5	

Item/s	Class Sets Minimum Number	Specification
Softballs	6	leather
Softballs	12	rubber
Tetherballs	6 - 8	rubber
Volleyballs	10	
Basketball nets	6	
Volleyball nets	4	indoor and outdoor use also used for badminton, goodminton and tennis.
Badminton Racquets	20	metal shaft
Floor hockey sticks	24	Hardwood with rubber tips
Table tennis bats	10	
Softball Bats	8	different sizes - wooden ash or hickory
Softball Bats	2	magnesium
Softball Bats	10	plastics: 8 primary, extra wide and 2 intermediate heavy duty unbreakable
Badminton Presses	20	hinged type
Grass Hockey Goalie Pads	2 sets	
Shin Guards	24 pairs	
Softball Catcher's Mask	2	
Softball Catcher's Body Protector	2	
Softball Catcher's Gloves	2	
Long Jump Ropes	3	5.5 m
Tether Ball Ropes	10	
Badminton Birdies	40	
Whistles		
Floor Hockey Pucks	5	plastics
Floor Hockey Quoits (Pucks)	2	leather and felt
Frisbees	5	plastics
Softball Bases	6	
Softball Home Plates	2	
Umpires Indicator	2	stainless steel
Tinikling Sticks	12	minimum 2 m
Track Batons	8	aluminum
Compass	6	for cross-country running and orienteering
Discus	2	1 kg
High jump cross bars	2	triangular (magnesium)
Shot	2	3.6 kg outdoor (1 kilo)
Shot	1	3.6 kg indoor (1 kilo)
Stop watches	3	
Tape measures	3	2-15 m, 1-30 m also should have meter markings on reverse side. Plastic on linen tapes.
Horseshoes	2 sets	rubber (4 shoes to a set)
Equipment Bags	2	
Pump	1-2	table type with pressure gauge
Referee Shirts	2	
Shovels		
Rakes		

In addition rhythm instruments (eg: tambourines, clappers, triangles, maracas, bells, sticks), dance drum with beater, and suitable records should be available.

B. Equipment

(1) Indoor Equipment

	Specifications
Equipment Ball Trolleys	
Hand Microphone	
Standards	those which can be used for Volleyball, Badminton, Goodminton, Tennis
Standards - High Jump	
Basketball Hoops	
Basketball Backboards	
Portable Nets	(2) heavy duty (can be used for floor hockey, Indoor soccer, European handball, etc.)
Table Tennis Tables	
High-Jump Porta Pit	foam
Benches	swivel hooks - reversible with balance bar for optional use
Climbing Ropes	with swivel hooks
Mat Trolleys	1 for individual mats 1 for large mats
Spring Board or) Beatboard or) Reuther Board)	
Trampet	
Tumbling Mats	
Jumping Platforms	pyramid shape
Balance Beam	1.25 m
Horizontal Bar	chinning
Vaulting Box	Bar Box
Record Player	
Tape Recorder	

(2) Outdoor Equipment

The following equipment is recommended for outdoor use. Numbers and specifications are not indicated because different schools have different needs.

Basketball backboards and hoops
Tetherball Standards
Volleyball Standards
} Consider various heights for various age groups

Recommended Additional Equipment

Wall (stall) bars
Broom ball sticks
Croquet equipment
Shuffle board)
Outdoor Checkers) Disks
Shuffleboard Pushers
Indoor Bowling Set
Sawhorses
Rubber Tires
Swings (tire)
Slides
Fireman's Pole
Teeter-Totters
Parallel Bars
Horizontal Bars
Horizontal Ladder
Porcupine
Balance Beam
Climbing Frames
Monkey Rings
Ball and Wall games (marked on outside)
Concrete Sewer Pipes
Moveable Kegs
Moveable Planks
Wire Spools
Peg Board

(3) Pooling of Heavy Indoor Equipment

It is not always possible to place all types of equipment in every school. There are certain types of equipment such as trampolines and wrestling mats which may provide an exciting and varied program for a portion of the year in a given school. The purpose of a district pool is not to replace standard equipment in a school but to provide additional items where there is a need.

Following is a list of equipment which might be included in a central pool:

Trampolines
Wrestling Mats
Portable Climbing apparatus
Large Gym Mats
Trampets
Springboards
Vault Boxes
Beatboards
Balance Beams
Roller Skates (class sets)
Skate Boards (class sets)

If equipment is to be placed in a district pool the following points should be taken into consideration:

(a) The decision relating to the type of equipment that should be included in the pool should be made in consultation with teachers.

(b) A standard procedure should be established to transport and maintain equipment.

IV CLASS ATTENDANCE

Students are required to participate in physical education classes according to similar policies and procedures of other subject areas in the curriculum. There are, however, unique problems relating to excuses from participating in physical activities that should be clarified by school administrators. The following list of suggested policies should be considered by school administrators, teachers, parents and where necessary, members of the medical profession.

- Temporary excuses from physical education should be requested of the parent concerned and authorized by the school nurse or classroom teacher.

- If a parent requests his/her child be excused for medical reasons for an extended period of time, the excuse should be accompanied by a physician's statement.

- Children returning to physical activity after any extended illness should be authorized by the school nurse or a physician's statement.

- Children with physical handicaps should be encouraged to participate in physical education classes. The amount and type of participation should be indicated by the parent and/or family physician.

- On the recommendation by the teacher, a child may be excused from participation in a physical education class because of a detectable illness or injury.

- Children may be temporarily excused from certain physical activities because of religious principles and for other reasons. These cases are normally negotiated between the parent concerned and the principal of the school.

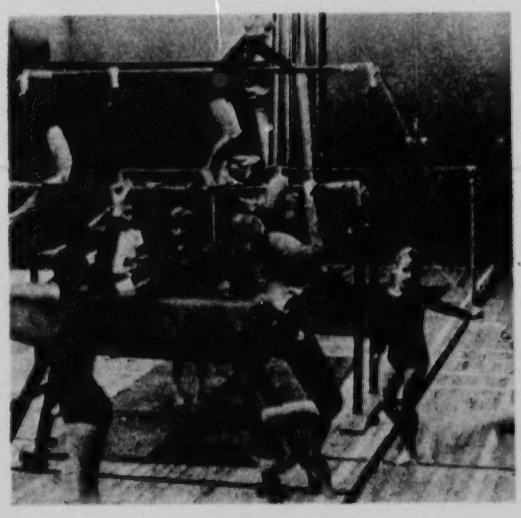
NOTE: It is strongly recommended that the above policies or a similar list be discussed with parents at an early meeting in the school year.

V DRESS

A. Students

Each student is expected to change into suitable attire to ensure freedom of movement, firm footing and good health habits. Shorts, T-shirts, and running shoes are recommended. Children may work in bare feet for gymnastics and dance, and wear running shoes for games and outdoor activities. Work in bare feet necessitates clean floors. It is advisable to remove jewellery before participating in activity.

Every child in the primary grades should change for physical education.*



B. Teachers

Running shoes, bare feet or gymnastic slippers are a necessity for the teacher during physical education classes. Where time and facilities permit, teachers should change into suitable gym attire.

*To allow for continuous use of the gym floor and to provide the children with maximum activity time, it is suggested that children change in the classroom, on a stage, or in changing rooms prior to the scheduled gym time. In the primary grades, it is recommended that children use the laceless slip-on canvas shoe.

VI SAFETY

Every school should have an accident policy which includes a written report.

It is necessary that adequate first aid equipment be readily available and it's advisable that a staff member holds a current, valid first-aid certificate.

When children learn to work to their own ability level, they will not extend the activity to a point of danger to themselves. Accidents occur most frequently when a teacher imposes a level of activity which is beyond the capabilities of the child.

Teachers should check the cleanliness and safety of floor surfaces, and the condition of equipment and apparatus prior to and after use.

GUIDE TO PROGRAM DEVELOPMENT

I FOUNDATIONS FOR PROGRAM DEVELOPMENT

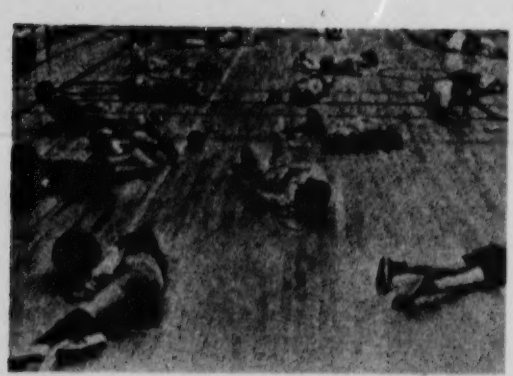
- A. Characteristics and Needs of Children
- B. Physically Gifted and Handicapped Children
- C. Principles of Motor Learning
- D. Methods of Teaching

II ORGANIZATION FOR LEARNING OPPORTUNITIES

- A. The Instructional Program
- B. The Recreational Program

III EVALUATION OF THE PROGRAM

- A. Definition
- B. Criteria
- C. Measurement
- D. Grading



GUIDE TO PROGRAM DEVELOPMENT

The program of studies is based upon a thorough analysis of the characteristics of children and how they learn through the medium of physical activities. Background information relating to the characteristics of children, principles of learning motor skills and appropriate methods of teaching various age groups is followed by an explanation of program organization. Statements regarding evaluation in several areas of the program are also included.

I FOUNDATIONS FOR PROGRAM DEVELOPMENT

The aim and objectives of the physical education program must be based on a thorough consideration of the physical, mental, and social characteristics and needs of children and also on the needs of society. Table I provides information relating to the physiological and psychological characteristics of primary and intermediate school-age children. When these basic considerations are seen in perspective, they become vital guidelines for the organization and content of the physical education program.

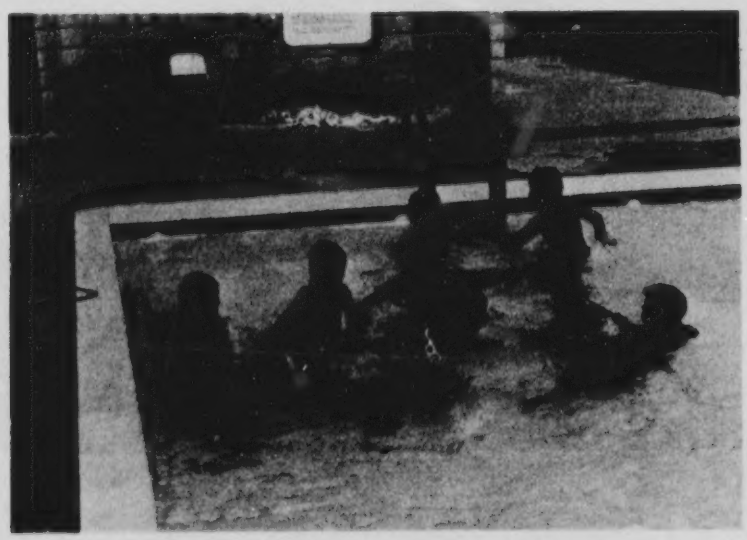


TABLE I

A. Characteristics and Needs of Children

Primary boys and girls, ages 5 through 8

Characteristics Physical, Mental, Social, and Emotional	Needs
Large muscle development with proportionate gains in height and weight.	A variety of gross motor activities such as running, jumping, and climbing.
Eye-hand coordination not fully developed. Lacks precise focus but shows a persistent increase throughout eye range.	Time to develop manipulative skills such as catching, throwing and kicking.
Extremely creative, uninhibited and rhythmic.	Learning experiences in a wide variety of games, dance and gymnastic activities that stimulate creative responses.
Individualistic.	Activities that allow for individual effort, and ensure personal success and satisfaction.
Keenly interested in play-life activities.	Daily exposure to physical education.

Characteristics and Needs of Children

Intermediate boys and girls, ages 9 through 12

Characteristics Physical, Mental, Emotional and Social	Needs
Height and weight gains are moderate and gradual prior to puberty. Girls normally reach puberty between 10 and 11 years; boys normally two years later.	Vigorous activities emphasizing strength and endurance for longer periods of time.
Marked increase in attention span and intellectual curiosity.	Activities which are more complex and challenging.
General increase towards independence and peer group identity.	These opportunities to experience leadership roles in a variety of situations.
Increased control of emotions in individual and group situations.	Activities commensurate with emotional development of each age group.
Muscle coordination and reaction time continues to improve. Boys tend to show a superiority in skills involving hand-eye coordination.	More highly organized and competitive individual and team sports.

B. The Physically Gifted and Handicapped Children

The organization, content and methods suggested in this guide are appropriate for elementary school age children. Teachers, however, recognize the wide variations in physical attributes possessed by children within any class. In the accompanying sections, the physically gifted and the physically handicapped child are defined. Within each category, suggestions and guidelines have been provided to assist teachers in developing appropriate programs.

(1) The Physically Gifted Child

Few writers in the general field of physical education have attempted to define what is meant by a physically gifted child. Yet by observation of performance as well as analysis of program, its contemporary meaning is quite clear. A child who possesses a unique talent or ability in sports, dance or gymnastics may be described as being physically gifted.

The following factors should be considered when providing special programs for the physically gifted child:

All phases of the physical education program should be given fair consideration and emphasis.

Gifted children should be encouraged to take leadership roles within the instructional and extra-curricular program.

Specialists may be used in various games, dance, and gymnastic activities within the organized physical education program. A specialist is defined as one who is recognized as qualified and capable of teaching a special talent.

(2) The Physically Handicapped Child

The physically handicapped child is one whose developmental schedules have not matured at a rate comparable to those of the average child. He/she may be slow or unable to acquire new skills, be physically unable to participate in all activities, or be afraid or hyperactive.

Identification of a physically handicapped child should be indicated by a member of the medical profession.

The scope of the child's program should be included in the regular instructional program and should be based on the following:

The type of exercise and the kinds of activities must be indicated by a medical advisor.

The type of activities selected should be appropriate to the child's capabilities and needs.

The program should be designed to allow the child to experience immediate success and enjoyment.

The program should include activities that have recreational value.

C. Principles of Motor Learning

Research in the field of motor learning has produced principles of learning which provide reasonable guidelines for teachers as they organize learning experiences and select methods and techniques of instruction. Knowledge of the learning process is still incomplete, therefore teachers should use these principles and apply their own common sense to each and every learning situation.

(1) Principle of Interest

The acquisition of any skill will take place most efficiently when the child has a personal motive for wanting to learn. Learning will take place if the child experiences immediate personal satisfactions and this will occur if the skill being learned meets a need and has some value to the child.

IMPLICATIONS for physical education:

- Select activities that are appropriate to a child's interests, needs, and capabilities.
- Stress the intrinsic value of activity.

(2) Principle of Practice

Research indicates that practice is a necessary ingredient in the acquisition of a motor skill. It must involve practice of the correct pattern until the skill becomes automatic. The greater a skill is "overlearned" the longer the time interval before it is lost.

IMPLICATIONS for physical education:

- Select skills that are appropriate to the interest and maturation level.

- Stress proper form as skills are first learned. After the skill has been learned, stress other factors such as speed and distance.
- Repeat practice activities after several months to insure retention.

(3) Principle of Distributed Practice

A skill is learned more effectively with distributed practice periods rather than with massed practice periods. A short period of intense effort and attention is better than a half-hearted longer period: 60 minute; 90 minute and longer periods are of little value. The amount of interest shown by the children and the amount of required effort should determine the length of the practice period. There is no value in continuing an activity if children are bored.

IMPLICATIONS for physical education:

- Adjust the length of the practice period and the spacing of rest periods to the class and to the material being taught.
- Change an activity whenever fatigue, boredom and poor skill development is indicated.

(4) Principle of Individual Differences

The ability of a child to acquire a particular skill depends upon his own unique characteristics. A child may excel in one skill and perform poorly in another requiring the same maturation level and physical effort.

IMPLICATIONS for physical education:

- Provide a varied program of activities at all grade levels.
- Allow for individual differences in standards of performance for the same skill.
- Allow for variation in the speed of acquiring the same skill.
- Develop standards based upon an individual's level and rate of development rather than the class average.

(5) Principle of Whole-Part Learning

The learning of a motor skill is achieved through the whole method, the part method or a combination of the two. In the whole method, the total activity is presented and in the part method, the required skills are isolated and are presented in progression.

IMPLICATIONS for physical education:

- Attempt to teach using the "whole" method whenever the skill represents a single functional unit.
- With more complex skills it may be desirable to break them down into smaller component parts. Complexity depends upon the skill as well as upon the ability of the learner.
- Generally, the rate and amount of learning will indicate the effectiveness of the method used.

(6) Principle of Skill Improvement

The initial phase of learning is generally quite rapid. This may be due to enthusiasm for a new activity, learning the easy parts first, and utilizing previously acquired skills. Gradually as practice continues, the rate of skill development may slow down almost to a period of no improvement. Reasons for these plateaus may be lack of motivation, failure to learn a pre-requisite skill or improper instruction. Learning may appear to regress as poorly acquired skills are unlearned.

IMPLICATIONS for physical education:

- Teachers should recognize and appreciate individual differences in the learning curves for the same activity.
- After the introduction of a new skill allow sufficient practice time for mastery.
- Be aware of physiological limitations that hinder or prevent additional improvement.

(7) Principle of Transfer

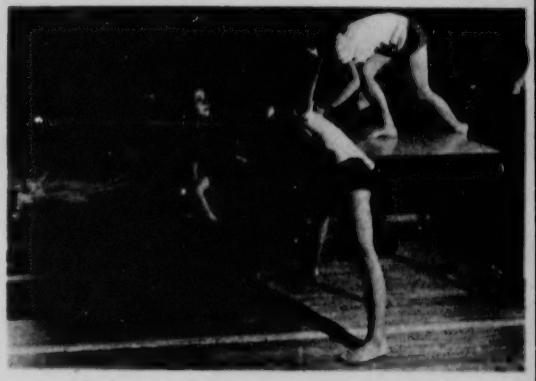
Transfer may be defined as the effect that practice of one major task has upon the learning of a second and closely related task. Although it has been contended that transfer will occur between identical skills, there is no conclusive evidence to support this statement. Current research indicates transfer depends upon the degree of resemblance between the respective skills.

D. Methods of Teaching*

Skill is acquired through imitation, experimentation, selection and repetition. Children of all ages observe and copy the actions of others. Since children are inquisitive and creative, their skills may be developed through the process of trial and error. In this experimentation children are encouraged to select the most successful or expedient method of performing. Once the selection is made, quality is achieved through repetition. Teaching methods must be related to the learning process.

In order to allow for imitation, experimentation, selection, and repetition the teacher must be prepared to give the children some choice in selection of the activity but she must also provide the direction necessary to ensure quality of performance. The teaching method employed moves along a continuum from direct to indirect. The most common method used by the teacher can be described as a limitation method which combines features of both the direct and indirect methods.

(1) Direct Method



In this method both the choice of activity and the manner in which it is to be performed are decided by the teacher. This method is particularly advantageous when the activity is within the range of the entire class and the teacher's interest is in improving the quality of a specific skill. Direct teaching is of special value when coaching individual children. However, it should be used sparingly in total class instruction as it tends to discourage independence and initiative, it may lead to stereotyped movements, and it does not allow for individual differences.

(2) Indirect Method

In this method the children are free to choose their own activity. This method provides the teacher with an opportunity to discover the children's likes and dislikes and to assess the value of the training given. The children are provided the opportunity to work at their

*Alberta Guide - Elementary Physical Education, 1969.

own level, and in certain activities, to excel or reach a high standard. It is particularly valuable for developing confidence, especially in the use of large climbing apparatus. However, the children may restrict activities to one particular type of movement; problems may arise in coaching and discipline; and it is difficult for the teacher to assess progress.

(3) Limitation Method

In this method, opportunities are provided for choice, but the choice is limited by certain factors such as lesson theme, stated tasks, and choice of apparatus. This method is sound in that it provides for individual differences, and allows for exploration and experimentation. All children are challenged and encouraged to think in order to solve the problem that has been set. They are provided with a sense of security and an opportunity to develop confidence and a feeling of success. Coaching of the whole class is possible because of the similarity in the types of movement being performed.

By varying the methods of presentation and combining the various methods in different ways, the teacher gives greater opportunity for breadth and depth to the students' work, thereby giving variety and interest.

NOTE: A teacher schooled in the direct method of teaching should be encouraged to introduce the indirect and limitation methods gradually. Only as he/she gains experience will the teacher develop the most effective combination of methods.

Regardless of the method selected, the learning atmosphere in the gymnasium should parallel good classroom tone. Noise and chaos are NOT indicative of enjoyment. Children learn as well as enjoy activity in a quiet working atmosphere.

II ORGANIZATION FOR LEARNING OPPORTUNITIES

The physical education program for elementary school children is divided into two closely related areas. The Instructional Program consists of regular activities taught during the daily physical education period. The Recreational Program includes supervised free play, intramurals, extramurals and clubs.

A. The Instructional Program

This section describes the content of the physical education program and makes suggestions for various instructional levels. The core content of the physical education program is movement in the areas of games, dance, gymnastics, aquatics and outdoor education. Movement is a universal language that communicates feeling and thought through purposeful activity. For young children, movement is synonymous with learning.

The word Movement as used in this guide, is used in its literal sense, i.e., the act or manner of moving. The learning of Movement requires the child's intellectual and physical response to a variety of learning situations that enable him/her to acquire effective skills in dance, gymnastics, games or swimming. The teaching of Movement requires that the teacher:

- observes the level of performance,
- diagnoses the motor pattern,
- prescribes activities for an improved motor pattern,
- provides ample time for practice and reinforcement for "overlearning" of the pattern,
- provides progression in content for each child, and
- provides learning experiences in all areas of physical education to develop the widest range of efficient movement skills and physical fitness.

(1) Planning a Yearly Program

Selecting appropriate games, dance or gymnastic activities from within each of these broad categories may be a difficult task for the classroom teacher. Classes are usually organized by age rather than ability. Ability in physical education, as with other subject areas, varies immensely with any age level. For example, a class of second year children will range from late six to early eight in chronological years. In terms of physiological maturity, there may be as much as five years' difference existing within this age range. In addition to these important factors there is the problem of varying prior physical education experiences and different levels of physical and motor ability. Each teacher should select games, dance, and gymnastic activities and aquatics that are appropriate to the level of the children in his/her class.

*TABLE II

SUGGESTED PERCENTAGE OF TIME FOR EACH ACTIVITY

Level	K-3	4 & 5		6		7	
		Girls	Boys	Girls	Boys	Girls	Boys
Games	30	20	40	20	45	30	50
Dance	30	40	20	40	15	40	10
Gymnastics	30	30	30	30	30	20	30
Aquatics	10	10		10		10	

Outdoor Education: Time should be taken from the whole curriculum - rather than just from the physical education program.

*The above percentage of time suggested for the intermediate levels can be incorporated into both the platooned or the generalist organized systems. The decision to promote both heterogeneous and homogeneous learning experiences should be based on such variables as:

- interests
- rates of physical development
- social needs as well as physical needs
- the teacher's interests and abilities
- skill abilities

When developing a yearly program, a teacher may wish to use one or more of the following methods of organizing units of instruction. For example, during the first part of the school year a teacher may wish to begin with the alternate method to take advantage of local weather conditions. Later, with available indoor facilities, he may wish to employ one or more block units for extensive instruction in such activities as volleyball or dance. According to interest levels and other considerations a return to the alternate method or an experiment using the combined method may be anticipated for the latter part of the year.

Block Method

The block system may be defined as an extended period of instruction that is devoted exclusively to any one of the content areas such as Games, Dance or Gymnastics. The length of the unit may vary from one to several weeks. Fifth, sixth and seventh grade teachers may find this type of system applicable to certain teaching activities.

The Principles of Practise and Learning would indicate that this method would be more useful at the junior high instructional level.

Alternate Method

Games, dance, gymnastic and aquatic activities are taught concurrently on alternate days. This system is recommended for primary level programming.

Combined Method

The combined system is a compromise between the BLOCK and ALTERNATE systems. In other words, during a period of one, two or three weeks, a single activity, such as dance, is taught during the greater part of every scheduled lesson. During this period one or two lessons involving other content areas such as games and gymnastics may be interspersed to provide variety or to cope with available facilities.

(2) Planning a Daily Lesson

The structure or format of a lesson in physical education as in any other subject, should be considered a Flexible Guide-line for presenting and emphasizing skills and concepts. Activity should commence as soon as children enter the gymnasium, a 'free play' time for those who change quickly and wish to be active. Apart from this aspect, a lesson may be divided as follows:

Part I: Introductory Activities occupy a short period of time devoted to general and vigorous body movements and related to other lesson parts.

Part II: Theme Development is normally considered to be the main instructional part of the lesson. Within this part, emphasis is given to the acquisition of skills or movement ideas.

Part III: Final Activity is the period during which newly acquired skills are practised and clarified.

During the initial stages of a unit or theme, more time is needed within PART II. Gradually, with the acquisition of skill more and more time should be devoted to PART III for practice and refinement. It is the nature of the activity coupled with each teacher's assessment of the learning process that will determine how much time will be devoted to PART II or III as the unit or theme develops.

There are example lesson plans within the Dance, Games, and Gymnastics sections of the Guide. Teachers may use these example lessons as guidelines and then plan their own lessons according to the needs, abilities and interests of their children.

B. The Recreational Program

The school recreational program may include intramurals, extramurals, and the informal play of recess and noon hour.

(1) Informal Play

The activities in which the primary students might engage themselves should not be as structured nor nearly as competitive as those activities of the intermediate intramurals. It is proposed here that a selection of activities be made readily available for voluntary participation in recreational activities. Recess and noon hour play helps the child maintain and develop good health through increased exercise, provides opportunity for him/her to practise and improve in physical and social skills, and gives the child a chance to let off steam in legitimate ways.

(2) Intramurals

Intramurals are organized programs of supervised physical activities for children which may be scheduled before school, during recess and noon, and after school. The activities are structured to meet their needs and interests and should provide a variety of individual, dual, team and group experiences. The operation of these programs need not be confined to the gymnasium: other administrative units such as park boards, recreation centres, churches, YM centres, community centres and winter clubs offer facilities that are desirable for intramurals.

An intramural program should achieve the objectives of the physical education program by providing opportunities for and promoting involvement in safe and selective activities for children. The program should provide for activities that are suitable for leisure-time, that may involve some degree of competition, that develop wholesome attitudes about the value of physical activity in modern living, that teach respect for outdoor natural resources and that often utilize skills learned in the instructional program.

The administration of the intramural program should be determined by the facilities and personnel of both the school and the community. Their facilities could include the following:

School	Community	
Gymnasium	Archery Ranges	Horseback riding centres
Stage	Athletic Fields	Mountain climbing trails
Multi-use hard surface courts	Bicycling Trails	Parks
Large play fields	Boating facilities	Rifle ranges
Small play fields	Bowling Lanes	Skating, ice & Roller rinks
Classroom	Camp & Nature sites	Ski Areas
Hallways	Church rooms	Swimming Pools
	Community centres	Vacant land sites
	Golf	Water-ocean & lake activities

Children of elementary school age exhibit the widest range of interests of any age level and their desire to learn is not confined to a few seasonal sports. If their broad interests can be developed at an early age, they can be more proficient in selecting activities at a later age. Instructional aids and motivational devices help children become aware of opportunities and values of a program.
Examples of aids and devices:

Audio-Visual aids	Bulletin Boards
Displays	Guest instructors-school & community
Handbooks	News media information
Posters	Special events
	Television programs

(3) Extramurals

Extramural activities offer both competitive and non-competitive participation for students of two or more schools. The form of activity may be on an individual, dual or team basis, and can be meet, league or play day structured. The elements of fair play, fun and a degree of competition in a wide range of activities is basic to the extramural program at the elementary school level.

Information on the kinds of intramural and extramural activities and schedules is included in the Resource Supplement.

III EVALUATION

A. Definition

Evaluation relates to predetermined criteria of value and should:

- be a continual part of the educational process.
- always involve some sort of value judgment.
- be meaningful as an appraisal according to the predetermined objectives.
- engender objective answers to those questions which evaluate the worth of the content.
- be concerned with pupil progress, the content of the program, the methodology, and the value of the facilities and equipment.

B. Criteria

It is strongly recommended that the predetermined criteria, or the objectives of the program be selected by those who are, or will be involved; namely, the students, the teacher, and the community. These objectives should be defined in the affective, cognitive and psychomotor domains to provide each child with a great variety of healthy activities and maximum exposure geared towards the understanding and application of the concepts of movement that are relevant to many other disciplines. For example, there should be significant development and improvement in each child's ability to:

- demonstrate body management and control
- use a variety of equipment
- use heavy apparatus wisely
- understand the principles of movement
- solve problems in movement
- express himself/herself creatively
- understand the basic movement vocabulary and develop his/her movement memory
- work with other children
- acquire skills in all areas of the program
- develop and appreciate a healthy body and mind.

C. Measurement

At the elementary level evaluation should be of a subjective nature which requires that the teacher and the pupils develop their powers of observation. The teacher observes the children to evaluate:

(1) Pupil Progress

Are the children actively involved throughout the lesson; have they had a good work-out; is each child working at his/her maximum effort; are the children acquiring and using new skills; is he/she using all of his/her facilities in solving a problem?

(2) Content and Methodology

Are the objective(s) of the lesson clearly understood; is the wording of each task precise; are the tasks reasonable; is there too much teacher-talk and not enough activity; is there progression from one task to another in the development of the lesson; is time provided for selection and practice of new skills after a reasonable time has been devoted to the stage of exploration; are a variety of methods used to meet specific needs; is the pacing of the content geared to the general ability level of the class; and is there enjoyment and confidence evident throughout the lesson?

(3) Integrity of Facilities and Equipment

Are there class sets of all equipment; are the children familiar with and skilled in using all of the equipment; are all facilities used; are the outdoor facilities used as often as possible; are equipment and facility selected and organized prior to the lesson; and are both checked regularly for safety?

As can be seen, the above questions are but a few examples of specific observations that are directly related to the general objectives of the program, and they are part of continual evaluation in the educational process.

Many teachers effectively employ evaluative instruments to objectively assess pupil growth and cognitive, value, and psychomotor development. The purpose of the test, the child's option to participate, the validity of the results, the use of the test results and the subsequent program, and the way in which the test is administered are educational concerns that should be carefully considered prior to any objective testing program. A partial list of available tests is listed in the E issue text, Kirchner, Glenn: Physical Education For Elementary Children (pages 654-655).

D. Grading

Elementary school children should not fail physical education. Diagnostic reporting of individual development in terms of the predetermined objectives is recommended.

CONTENT OF THE PROGRAM

In the previous section of this guide the content of the elementary school program has been defined as Games, Dance, Gymnastics, Aquatics, and Outdoor Education. Each of these main content areas has been given a suggested percentage of time for respective levels. The following five sections provide a description of the skills, knowledges and understandings of each area, as well as numerous suggestions relating to the developing of an individual or local curriculum.

I GAMES

II DANCE

III GYMNASTICS

IV AQUATICS

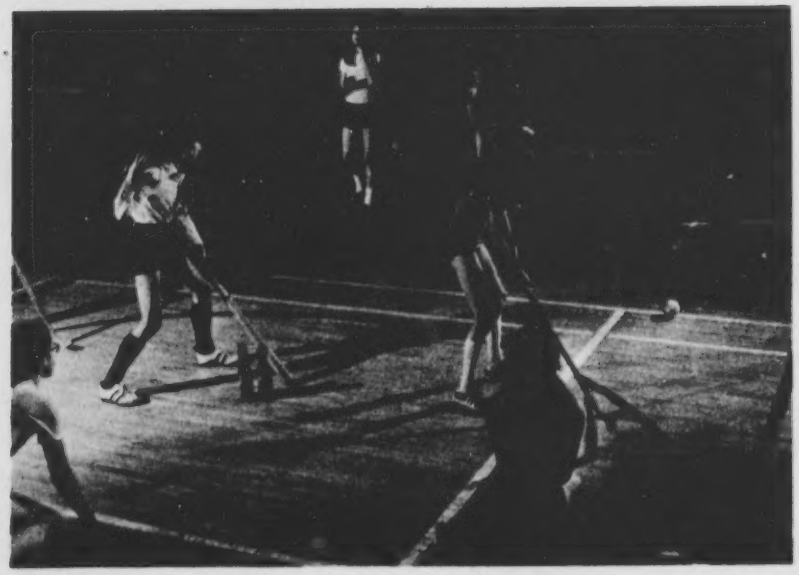
V OUTDOOR EDUCATION

I GAMES

A. Primary Level Games

B. Intermediate Level Games

- Basic games skills
- Activities
- Bibliography



A. Primary Level Games

The primary games program should contribute to the physical, emotional, social and intellectual development of the child. Children throughout the primary years need exposure to all the basic game skills with a variety of apparatus and with an emphasis upon the invention of games. There are an unlimited number and variety of games which may be invented by children if they are given the proper encouragement and guidance.

Progression may be made by beginning with individual work and one piece of apparatus and gradually increasing the amount of apparatus as partner and small group situations are introduced. The basic game skills may be developed by emphasizing a certain skill during a lesson in the form of a theme. Gradually children will invent more complex games according to their individual interests and abilities.

The basic games skills are:

(1) Running
- starting and stopping
- changing direction
- changing speed
- dodging
- changing form (front, back, side)
- using space wisely

(2) Controlling a ball with the hands
- dribbling
- throwing
- catching

(3) Controlling a ball with the feet
- dribbling
- kicking
- trapping

(4) Projecting equipment with the hand or an implement
- striking an object with the hand
- striking an object with a stick or bat

Bibliography

Chatwin, N.: Physical Education For Primary Grades (Dent)

Lenel, R.M.: Games In The Primary School (Musson)

Moulden, E. and Redfern, H.B.: Games Teaching (Pendragon House)

B. Intermediate Level Games

Children at this level will continue to be interested in the inventive game concept but are also looking for more sophisticated lead-up games to the major sports. They are capable of handling more difficult skills, and working in larger groups, and coping with more complicated rules related to specific games. It is not necessary, however, that the full major game be played. Modified games within the realm of the sport are often more appropriate for and enjoyable for children of this age. Implicit within all of the following activities, is the development of the Games Sense. For example:

(1) Control - of body in space, with equipment, with other players, with players and equipment

(2) Decisions - learning to judge the "when", "where" and "how" in the game

(3) Targets - stationary and moving targets and players

(4) Function - role of the individual in the game

(5) Tactics - offense and defense play.

Soccer Activities
- dribbling
- passing
- trapping
- tackling
- shooting
- heading
- throwing

Volleyball Activities
- passing - overhead
  - bumping
- service

Basketball Activities
- footwork
- passing
- dribbling
- shooting
- rebounding
- checking

Hockey Activities

- passing
- receiving
- stick handling
- shooting
- checking

Track and Field Activities

- running
  - sprinting
  - distance
  - cross country
  - relays
- high jump
- long jump
- triple jump
- shot put
- discus

Football Activities

- running
- passing
- catching
- kicking

Rugby Activities

- running
- passing
- catching
- kicking
  - punt
  - drop
  - place

Handball and Racquet Activities

- strokes
- service

Combative Activities

- dual games or stunts
- wrestling

Bibliography

Johnson, F.J.M. and Trevor, M.D.: A Suggested Games Scheme For Juniors (Basil Blackwell - Oxford) 1972

Kirchner, Glenn: Physical Education For Elementary School Children, second edition

Lenel, R.M.: Games In The Primary School (Musson)

Mauldon, E. and Redfern, H.B.: Games Teaching (Pendragon House)

A.H.P.E.R.: How We Do It Game Book (NEA)

Kid Wrestling (A library project of the U.S.A. Jaycees)

Turkington, D., and Kirchner, G.: Basketball, Track and Field, and Volleyball (three booklets)

Anderson, Margaret E.: Games Skills, Physical Education in the Primary Schools Series (W. & R. Chambers)

Hardisty, Michael: Education Through The Games Experience (Educational Designs and Consultants, 3259 North Shore Road, Bellingham, Washington 98225)

Wise, W.M.: Games and Sports, Activity In The Primary School Series (Heinemann Educational Books Limited)

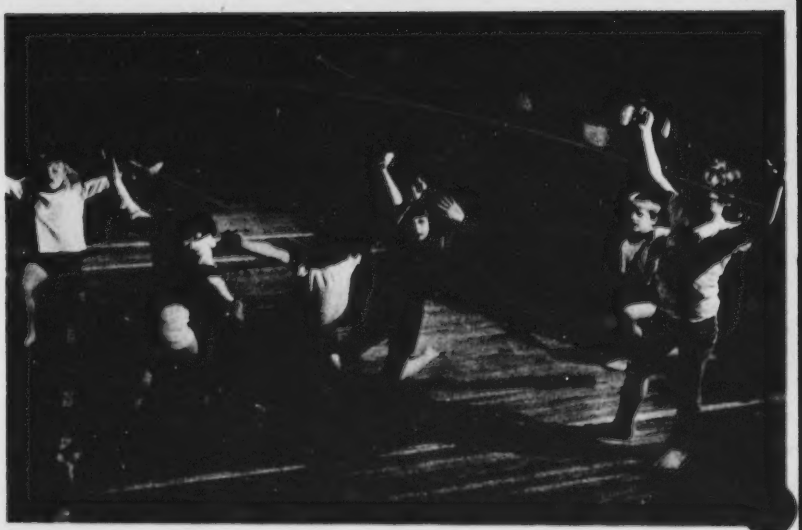
II DANCE

A. Primary Level Dance

B. Intermediate Level Dance

Traditional and Creative Contemporary Dance

- Dance Forms
- Skills
- Activities
- Bibliography
- Resources



Learning opportunities in Dance are unlimited. The many forms of traditional and creative dance may be challenging and will provide enjoyable experiences for both child and teacher.

The Modern Dance, Ballet, and Ballroom Dance forms are not presented because the terminology, techniques, improvisation and theory may be too advanced for the majority of elementary school children; however, several reference texts are included in the annotated bibliography which follows.

Skills in the motor, physiological, the intellectual and the psychosocial developmental areas are relevant and significant in the dance program. Skills learned through movement training provide a basis for all dance forms. In addition, participation in all dance forms broadens the range of interest and ability. Through this approach children can develop life-time interest in a wide variety of dance activities.

A. Primary Level Dance

The dance program for the primary grades is described in the two general terms, Traditional and Creative.

(1) Traditional Dance At The Primary Level

This section on Traditional Dance includes Mimetics, Story Plays, Singing Games and simple Folk Dances, and each requires that a child acquires the following skills:

Locomotor: walk, run, jump, hop, leap, gallop, slide, skip

Non-locomotor: bend and stretch, sway and swing, twist and turn, pull and push, shake and bounce, strike and dodge, rise and fall.

Concepts: opposites, direction, time, level, flow, range, focus, patterns and sequence.

Combining the above skills individually, in pairs and in groups.

Mimetics

An area of dance drama developed through imitative movements of well-known activities that do not require equipment, since the imagination provides the necessary props. The direct method in teaching, where the leader serves as a model for the child's imitation, or the limitation method wherein the teacher suggests activities for the child's imaginative and creative response can be used interchangeably for variety in developing the range of movement. Some mimetic activities include:

- galloping like a horse
- jumping like a frog
- flying like a bird
- rope jumping
- hopping like a rabbit
- bicycle riding
- raking leaves
- sweeping floors
- climbing stairs
- chopping wood

These activities are based on things that children have seen or done, and an example lesson based on galloping like a horse is located in the Supplement.

Resources For Mimetics

Gray, Vera and Percival, Rachel: Music, Movement and Mime For Children, pages 36-46 (Oxford University Press)

Taylor, Loren E.: Informal Dramatics For Young Children, Children's Dramatic Series 2, pages 31-36

Boorman, Joyce: Creative Dance In The First Three Grades, pages 63-93 (Longman)

Story Plays

A story play is a total theme experience that contains a number of mimetics. The story may be a familiar or a new one, may be of short or long duration, and may be structured or creatively developed. Some story play ideas are:

- seasonal activities
- fairy tales and myths
- vacation activities
- holidays and special events
- poems
- historical events

Resources For Story Plays

Gray and Percival: Music Movement and Mime For Children, pages 41-45

Taylor: Informal Dramatics For Young Children, pages 36-38

Boorman: Creative Dance In The First Three Grades, pages 63-93

Wagner, Joseph A.: Children's Literature Through Storytelling (Burns and MacEachern)

Goulding, Dorothy-Jane: Play-Acting In The Schools (McGraw-Hill)

Singing Games

Many songs tell a story which may be dramatized through movement while singing. These singing games have become part of folklore, and they are valuable in the primary grades for their well-defined rhythm, their vigorous activity and basic dance fundamentals, and for their simple floor patterns.

Suggested Singing Games

Dance	Record	Skills
FIRST YEAR PRIMARY		
Farmer In The Dell	Victor 21618 & 45-5066 (Album E87)Folkcraft 1182	Walking
Baa, Baa, Black Sheep	Folkcraft 1191, Russell 700A, Victor E-83	Stamping, Walking
Oats, Peas, Beans, and Barley Grow	Victor 20214, Folkcraft 1182	Walking Skipping
Thread Follows the Needle	RCA Victor 22760(Album E87) Pioneer 3015	Walking
Sing A Song of Sixpence	Folkcraft 1180, Victor 22760. Russell 700	Walking
SECOND YEAR PRIMARY		
Did You Ever See A Lassie	Victor 45-5066, Folkcraft 1163	Walking
Shoo Fly	Folkcraft 1102	Walking, Skipping
A Hunting We Will Go	Folkcraft 1191, Victor 45-5064, Victor E87	Sliding, Skipping
Rig-a-jig-jig	Ruth Evans, Childhood Rhythms, Series VI	Walking, Skipping
The Popcorn Man	Folkcraft 1180(The Muffin Man)	Jumping, Skipping
THIRD YEAR PRIMARY		
Jump Jim Joe	Folkcraft 1180	Jumping, draw steps
Carrousel	Victor 45-6179, Folkcraft 1183	Draw steps, Sliding
Crested Hen	Victor 45-4176, Methodist 108, Folkcraft 1189	Step Hop, Turning under
Hansel and Gretel	Victor 45-6182	Skipping, Bleking step
Gustaf's Skoal	Methodist 108, Linden 701-A, Victor 45-6170, Folkcraft 1175	Turn

N.B. A full description of each dance is given in Dauer - Fitness For Elementary School Children, pages 80-94 (McAinsh) New Book

Folk Dance

Folk dances that incorporate known fundamental dance skills, good music, and simple floor patterns have a place in the Primary Level Dance program. Children enjoy learning dances characteristic of other countries and they appreciate the correlation with other curricular areas. Some suggested folk dances for the primary grades are:

Dance	Record	Skills
Dance of Greeting	Victor 45-6183, Folkcraft 1127	Running, Bowing
Chimes of Dunkirk	Victor 45-6176, Folkcraft 1188	Sliding
Shoemaker's Dance	Victor 20450 OR Victor 45-5067	Skipping
Children's Polka	Victor 45-6179 Folkcraft 1187	Draw steps, Running
Bleking	Victor 45-6169	Bleking steps, Step hops
Csheboqar	Victor 45-6182	Draw steps, Elbow swings

ANNOTATED BIBLIOGRAPHY

Books

(1)	ICHPER (International Council on Health, Physical Education and Recreation) Games and Dances, 1201 16th Street, N.W. Washington D.C. 20036, U.S.A.	Dances described according to nationality(pages 67-145)
(2)	Kraus, Richard, Folk and Square Dances and Singing Games For The Elementary Schools (Prentice-Hall)	Describes Singing Games for Primary Grades, i.e. the tune, words, formation and records
(3)	Stuart, Francis R., Ludlam, John S. Rhythmic Activities Series I (McAinsh)	52 simple dances described on small cards
(4)	Geri, Frank H., Illustrated Games and Rhythms for Children, (Prentice-Hall)	Ideas for Story Plays, Singing Games and Special Events

ANNOTATED BIBLIOGRAPHY
(Continued)

Books

(5)	Dauer, Victor P., Fitness For Elementary School Children (McAinsh)	Singing Games Chapter 10
(6)	Los Angeles City Schools, Division of Instructional Services, Physical Education Rhythmic Activities, Publication Number EC-198	List of records for fundamental rhythms (p. 148) Rhythmic activities and weekly lesson plans (p. 154)

Records

Rope Jumping and Ball Handling	Bowmar, Inc.
Fundamental Steps and Rhythms	Folkcraft Album #20
Rhythmic Activities, Volume I	R.C.A. Victor
Rhythm Is Fun	Bowmar, Inc.
Kindergarten, First and Second Year, Song Plays	Folkcraft Records
Dance-A-Story, Series 1 & 2	R.C.A. Victor
Singing Games, Album I	Bowmar, Inc.
Finger Games	Educational Activities, Inc.

Compiled lists of records:

The books listed above plus the applicable prescribed texts contain lists of records.

(2) Creative Dance At The Primary Level

Movement is one of the child's earliest forms of expression. The Creative Dance provides opportunities for expressive movements to satisfy his love of movement, rhythm and dynamics. When he/she enters school the child's movement vocabulary is limited to his/her physical experience in swinging, running, climbing, hanging, and walking. The teacher can begin with these Movement words and progressively extend the vocabulary to parallel the physical activity. In this way, the child learns both action words and stillness, can link these together into phrases and can combine phrases to form first simple, then complex sentences of Movement. The word walk is used to illustrate the range of movement that is possible and the possible progression in presentation.

Space: Twisted, straight
Level: high, low, middle
Shape: curl, wide and fat, long and thin
Direction: direct, flexible

Weight: Light, heavy

Time: Quick, slow

Flow: Controlled, abandoned

(1) Walk around in a small space. (space)

(2) Walk heavily and fill as much space as possible around you. (space - weight)

(3) Walk quickly and lightly in a long thin shape. (space - weight - time)

(4) Add changes in direction (space), level, (space), and time, i.e.

- change from walking quickly to walking slowly
- change the direction of the walk when the time is changed
- change the level of the walk when the time is changed
- change the level of the walk when the direction is changed.

It can be seen that each task challenges both the intellectual and the physical response, in that the child has an increasing number of action words to remember and to perform.

When one word is linked to another one or two, a sequence of movement words results; and, by changing one or more of the motion factors an entirely different sequence results, i.e.,

CHALLENGE	SPACE	TIME	WEIGHT	FLOW
Run-stop	Run in a different direction	Run quickly*	Run with heavy feet	Run and stop with a drum -sets a rhythmic pattern
Gallop-stop	Gallop with feet high - arms reaching for height	Shake quickly	Gallop with light feet	Move to the patterned instrument sounds
Slide-turn Curl	Slide forwards and sideways	Turn on a spot slowly	Turn with heavy feet	Move to own rhythm - smoothness/control

Consider the following points for developing a Movement Vocabulary:

- By changing one quality within one element the pattern becomes quite different, i.e., in Run-stop: Space-run close to the floor, run with long steps, small steps, alternate with close to the floor and far from the floor, etc. Through these changes, the number of possible combinations is interesting and broad.

- As each new word is added, provide ample time and a variety of ways for the child to use the word. Introduce the new word with a known word.

- Progress from one action word through to movement sentences.

*Start with quick actions because slow actions are more difficult to perform for this age group.

ANNOTATED BIBLIOGRAPHY

Books

(1)	Saffran, Rosanna B., Creative Rhythms (Holt, Rinehart and Winston)	Ideas for developing basic locomotor and non-locomotor movements into themes.
(2)	Andrews, Gladys, Creative Rhythmic Movement For Children (Prentice-Hall)	Suggested resources and bibliography are excellent. Suggestions for creative challenges.
(3)	Russell Joan, Creative Dance In The Primary School (Pendragon House)	Excellent descriptions and analysis of Laban Movement. Themes and illustrations of dance elements. Ideas for lesson plans.
(4)	Carroll Joan, Lofthouse, Peter Creative Dance For Boys (Pendragon House)	Ideas for developing dance themes.
(5)	Doll, Edna, Nelson, Mary Jarman, Rhythms Today (Gage)	Practical ideas for the development of movement themes at various age levels.
(6)	Lofthouse, Peter, Dance (Bellhaven House)	Sample lesson plans; definitions and the use of instruments are concisely and clearly described.

Records

Rhythm Is Fun, 1953	Bowman Education Records
Listen and Move, Green Label Series, Macdonald and Evans	Canadian F.D.S.
Rhythmic Activities, Volumes 1-5	R.C.A. Victor Clarke, Irwin & Co. Ltd. Bartlett
Rhythms and Dances	Ackerman and Moore

Compiled lists of records:

Music, Movement and Mime For Children, Percival, Rachel and Gray, Vera (Oxford University Press) 1962

Modern Dance, Lockhart, Aileene and Pease, Esther (William E. Brown), page 185 - accompaniment specifically recorded for dance. page 187 - selected recordings for composition.

B. Intermediate Level Dance

The dance program for the intermediate grades is described in two general terms, Traditional and Creative.

(1) Traditional Dance At The Intermediate Level

In addition to the basic locomotor and non-locomotor movements, concepts and simple combinations described in the primary dance section, the traditional dance lessons should provide experiences in more highly skilled dance patterns and various formations. Basic dance steps include the shuffle, two-step, polka, schottische, mazurka and waltz.[1]

Basic dance turns are:

schottische turn
polka turn
two-step turn
waltz turn[2]

Formations in traditional dance are varied and range from the simple line dances to the coupled circles and sets, and are clearly described in the recommended text.[3]

> Folk, Square, Round, Contra and Ballroom Dance
> Definitions, descriptions, history and methodology for the teaching of these four areas of traditional dance program are contained in the recommended text.
>
> In the teaching of these kinds of dance, the teacher analyzes the basic steps of the dances to be taught, teaches them through the method he is most comfortable with, introduces the formations, and then provides time for performing the whole dance.

[1]Harris, Pittman and Waller, Dance A While, pages 40-41 (McAinsh)

[2]Harris, Pittman and Waller, Dance A While, pages 41-42 (McAinsh)

[3]Harris, Pittman and Waller, Dance A While, pages 47-48 (McAinsh)

(2) Rhythmics At The Intermediate Level

The area of rhythmics covers both creative and structured routines that are practised with or without light hand apparatus or other accessories. The range of possible rhythmic activities is broad, and for the beginning teacher the following ideas are suggested:

- Pop tunes played before the Introductory Activities section of the lesson begins
- Music played during the Final Activity of a gymnastics lesson
- Music played for rhythm in stroke development in the aquatics lesson
- Music played for skills practice in the Skills Development section of the games lesson
- Exercises to music in the Introductory Activities section of any lesson
- Exploration with light hand apparatus and music, using locomotor and axial movements.
- Refinement to the composition level in either creative or structured routines.

Whether the emphasis is creative or structured, there are kinds of light hand apparatus and other accessories that are more appropriate than others, for example:

canes	scarves
skipping ropes	elastic
hoops	plastic garbage bags
rhythm balls	streamers
indian clubs	tinikling poles

Music for either creative or structured rhythmics should:

- have a very definite beat
- appeal to the age group
- have a 2/4 or 4/4 beat in the introductory stages
- be of relatively short duration in the introductory stages
- have very definite phrasing to indicate changes in the routine.

ANNOTATED BIBLIOGRAPHY

Books

(1)	Penney, Marian, American Square Dances, (Canadian F.D.S.)	Contains 156 squares, 5 contra and 22 round dances
(2)	Mynatt, Constance V. and Kaiman, Bernard D., Folk Dancing For Students (Burns & MacEachern)	Approximately 65 dances, ranging from simple to difficult. Includes sections on Fundamentals and Evaluation.
(3)	Murray, Ruth Lovell, Dance In Elementary Education (Fitzhenry and Whiteside)	Alphabetical listing of dances and complete information on each dance.
(4)	Ashton, D., Rhythmic Activities Grades K-6 (CAPHER Publications)	Excellent resource sections on books, publishing companies and selected recordings.
(5)	Kraus, Richard, A Pocket Guide of Folk and Square Dances and Singing Games (Prentice-Hall)	A good selection of dance activities.

Records

Dances Without Partners	Educational Activities Inc.
Henry "Buzz" Glass	Bowmar Records Inc.
Folk Dances - Albums: (a) All Purpose Folk Dances (b) Festival Folk Dances (c) The Pleasure of Folk Dancing (d) Happy Folk Dances	R.C.A. Victor
Let's Square Dance! (A How-To-Do-It Series)	R.C.A. Victor
All About Square Dances With Calls and Instruments	Folkways Records
Canadian Folk Dances	Bowmar Records Inc.
Jimmy Shand Jr., Invites You To Come To The Dance	Folkcraft Records of Canada, Emerald
Pop Tunes - Physical Fitness All Grades	Canadian F.D.S.
Happy Hour Records	Windsor Records

(3) Creative Dance At The Intermediate Level

The teaching of Creative Dance may be as new to the teacher as to the child at all levels in the elementary school. Primary children can readily cope with the material presented in the guide and the intermediate grade children will respond equally well to the primary level material but they will acquire and understand these skills over a shorter period of time. Once the intermediate students have the beginning background in creative dance, they can progress to the advanced themes.

Some of the numerous references available on Creative Dance follow.

ANNOTATED BIBLIOGRAPHY

Books

Advanced material in addition to those books suggested in the primary section:

(1)	Norris, Dorothy E. Koch, Skinner, Reva P., Keynotes To Modern Dance (McAinsh)	Advanced: Techniques and composition.
(2)	Lockhart, Aileene, Pease, Esther, Modern Dance, (Burns and MacEachern)	Fundamentals, phrases, qualities, and composition, dance techniques and lessons.
(3)	Sherbon, Elizabeth, On The Count of One (Canadian F.D.S.)	Guidebook to the key techniques of modern dance.
(4)	Russell, Joan, Creative Dance In The Primary Grades (McGraw-Hill)	Description of Laban's themes - a graded program of dance activities.
(5)	Thackray, R.M., Music and Physical Education (Clarke-Irwin)	Emphasizes the relationship between music and movement and the use of music in the various dance forms.
(6)	North, Marion, Composing Movement Sequences (Burns and MacEachern)	Simple and easy to follow ideas.

Records

All from J.M. Dent & Sons (Canada) Ltd., 100 Scarsdale Road, Don Mills, Ontario

(1) Piano Accompaniment for Fundamental Movements (Modern Dance)

(2) Piano Accompaniment #2 for Fundamental Movements (Modern Dance) Margaret Clemens, Ella B. Sexton, Helen L. Bryans CSB

(3) Music and Movement, Dorothy Gatird, Mary Moore

(4) Educational Activities, Inc., Dances Without Partners Album 32, Henry "Buzz" Glass

(5) Educational Activities, Inc., and The Beat Goes On LP5010

(6) Rhythms Productions, Music For Dance, Ruth White, Freda Miller Records for Dance

(7) Modern Dance Records, Red Label, Macdonald and Evans

(8) A Pageant of Dances, Blue Label, Macdonald and Evans

Films

(1) Creative Dance in the Junior School, Canadian F.D.S.

(2) Development of Movement Themes in the Gyms, Canadian F.D.S., 185 Spadian Avenue, Toronto, 133

(3) Application of Basic Movement Principles, Canadian F.D.S.

(4) Introduction to Movement Education, 40 minutes, Colour/sound, 16 mm, Catalogue No. R.P.E. - 102, Free Rental, New Westminster Film Library, 821 - 8th Street, New Westminster, B.C. 522-0644

(5) Development of Movement Themes in the Gymnasium, 22 minutes, B.W./sound, 16 mm, Catalogue No. JL5, Free Rental, Community Programs Branch - Film Librarian, 1722 West Broadway, Vancouver, B.C. 731-2181

(6) Balance and Rhythm, 25 minutes, Colour/sound, 16 mm, Free Rental, Royal Embassy of Sweden, 604 - 140 Wellington St., Ottawa 4, Ontario

(7) Application of Basic Movement Principles, 30 minutes, B.W./sound, 16 mm, Catalogue No. A6762-4, University of Alberta, Edmonton Media Division, Department of Extension, Edmonton, Alberta

Other References:

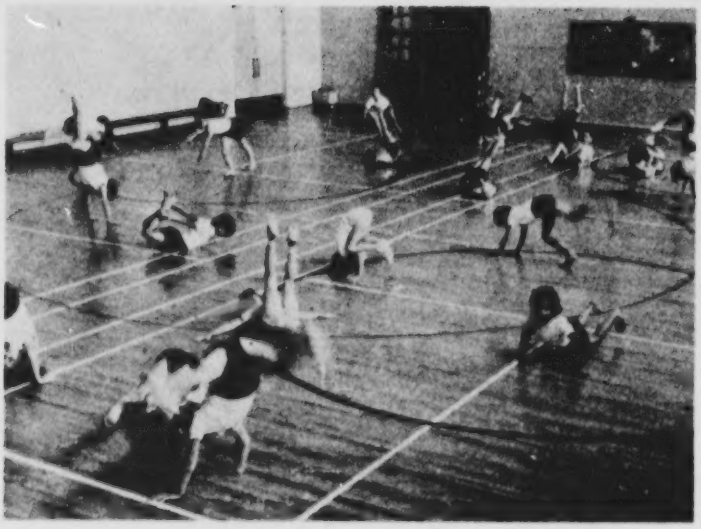
(1) Lofthouse, Peter: Dance, Activity in the Primary School Series (Heinemann Educational Books Limited)

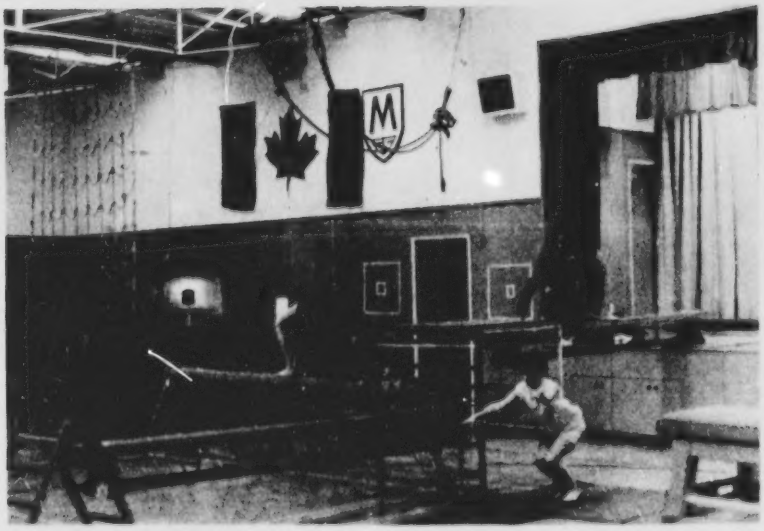
(2) Murdock, Elizabeth: Expressive Movement, Physical Education in Primary Schools Series (W. and R. Chambers)

(3) Boorman, Joyce: Dance and Language Experiences With Children (Longman of Canada Limited)

III GYMNASTICS

- Analysis of Skills
- Structure of a Lesson
- Structure of a Theme
- Suggested Introductory Program
- Development of Individual Themes
- References
- Annotated Bibliography





Gymnastics as a content area of physical education includes movements performed individually, with partners, or groups, with small equipment and a wide variety of large apparatus. The content of gymnastics has remained much the same for many years; however, the approach to teaching these activities has shifted from the traditional olympic method to what is now described as a Movement Education Approach. According to the analysis of gymnastic skills and the methods now employed, the purpose of gymnastics is to assist children to become aware of their physical and creative abilities and to use them effectively and efficiently in their daily activities.

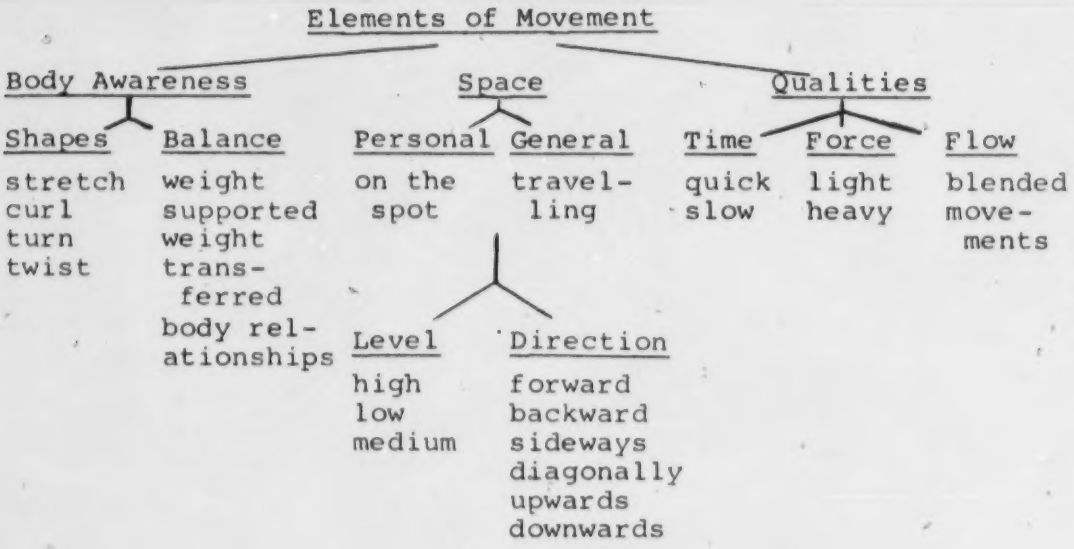
Since the Movement Education Approach to teaching gymnastics may be relatively new to many teachers, a brief description of the skills is presented followed by information relating to the structure and analysis of a lesson and to theme development. An Introductory Program for primary and intermediate grades has also been included to assist teachers in developing a one year exploratory program.

The Primary Section need not be limited to this level but can also apply to Intermediate grades if children in the latter possess limited skill in physical activities. Although detailed lesson plans are provided in the Resource Supplement, they are considered to be samples of the infinite possibilities of this approach to teaching gymnastics. It is anticipated that each teacher will use her professional judgment to adapt and modify the suggestions to suit the interest and ability of her own class.

The latter section titled "Development of Individual Themes", includes simple and complex themes that can be used as a basic guideline for developing more advanced gymnastic programs. An annotated list of books and films is also included at the conclusion of this section.

A. Skill Analysis

All movements in this approach to teaching gymnastics are analyzed according to three main elements known as body awareness, space and qualities of movement. Each is briefly described in the accompanying paragraphs.



Body Awareness: What ways can the body move?

The body is regarded as an instrument of movement. Awareness of what the body can do is necessary for gaining control, for moving and for balancing. The child, therefore, should be made aware of one part of the body in relation to other parts or to the whole.

Space: Where can the body move?

All movement takes place in space. Basically, there are two kinds of space - personal and general. The space which the individual can reach from a fixed position is referred to as his Personal or Limited Space. As soon as the body begins to travel, it moves into General Space. Within space, the body can move in different directions - and in combinations. It can use different levels such as: high, medium, low and make various pathways such as: zig-zag, straight, and curved.

Qualities: How can the body move?

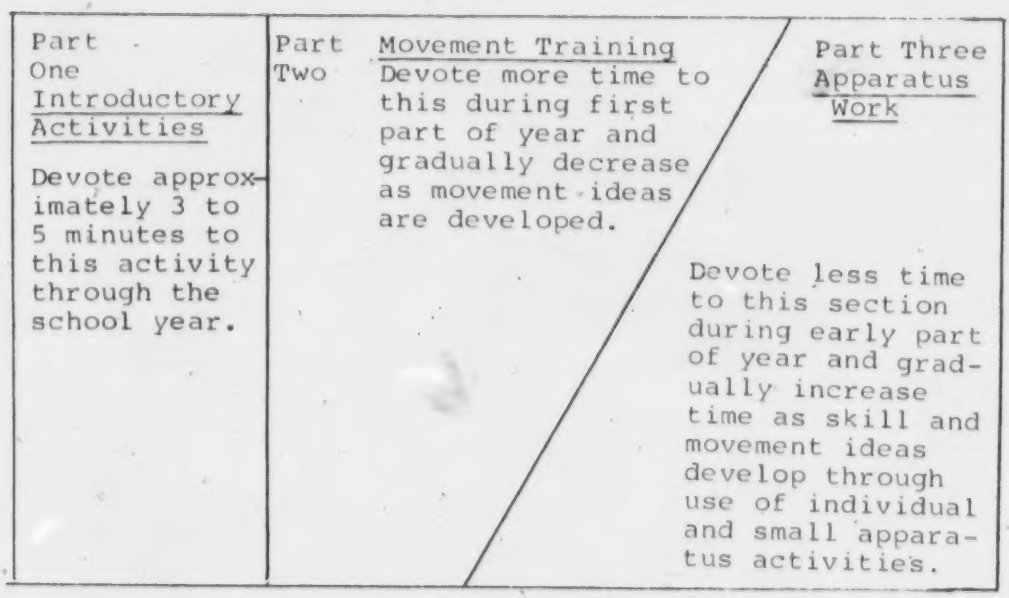
Included in every movement are the qualities of time, force, and flow. Time refers to the speed of the movement, whether it be quick or slow. Some degree of force is necessary for all movement. Parts of the action may be light, other may be strong. Flow is the unifying force that blends a sequence of actions to produce an efficient and controlled movement.

B. Structure of a Lesson

A gymnastic lesson is normally divided into three interrelated parts called "Introductory Activity", "Movement Training" and "Apparatus Work". The time spent on each part of the lesson is only a suggested approximation and should be adjusted to meet the needs of the class. Hence, the following diagram should act as a guide to show the progression of the various parts of the lesson throughout the year.

Suggested Time Allotment For A Gymnastic Lesson

Length of Physical Education Period


Part One
Introductory Activities
Devote approximately 3 to 5 minutes to this activity through the school year.
Part Two
Movement Training
Devote more time to this during first part of year and gradually decrease as movement ideas are developed.
Part Three
Apparatus Work
Devote less time to this section during early part of year and gradually increase time as skill and movement ideas develop through use of individual and small apparatus activities.

C. Structure of a Theme

The term "theme" used in contemporary gymnastics is defined as a concept or main idea of movement which forms the basis of a lesson or series of lessons. Themes are developed for one of two reasons; one to give a broad general experience of movement ideas, the other to improve the quality of a particular movement or series of movements. These two aspects should be equally stressed in a gymnastic program.

In the selection of themes each teacher must assess the class members in relation to their ability and needs. Having decided on a theme, the teacher then makes the purpose very clear in the early part of the lesson. All parts of the lesson must connect to the main theme or basic idea.

The amount of time spent on a theme depends entirely on how it is accepted and developed by the children. For example, a theme such as Travelling could occupy from eight to twelve lessons while another such as Space may only be profitable for two or three. Progression within any theme, or from one theme to another depends on the initial ability of the children. With an increase in skill and movement vocabulary, the nature and progression of a theme will depend upon the combined creative abilities of the teacher and class. When the class has gained all it can from a theme, it is then time to shift to another.

D. Suggested Introductory Program

The success of any gymnastic program is dependent upon the creation of an atmosphere in which a child or group of children can work safely and independently. It is also dependent upon the ability of the teacher to introduce skills and movement ideas in a systematic and progressive way. A basic outline of a suggested program for primary and intermediate grades is provided below to assist teachers in planning an introductory program. Detailed lesson plans for both programs are provided in the Resource Supplement.

It will be noted that the Introductory Programs for Primary and Intermediate Grades are very similar in theme content. Each program however, recognizes the unique differences in age, previous backgrounds and interests of children. Themes contain one to six lessons. Further, there is no intent to present a standard or rigid program; rather both programs should be considered as guidelines to be modified or expanded, according to the children's interests and abilities as well as the available time, equipment and apparatus.

E. Development of Individual Themes

At the completion of the introductory Program, teachers should have sufficient background to teach more extensive themes. Themes may be of relatively short duration as illustrated under Type A below or of a longer duration as outlined under Type B following.

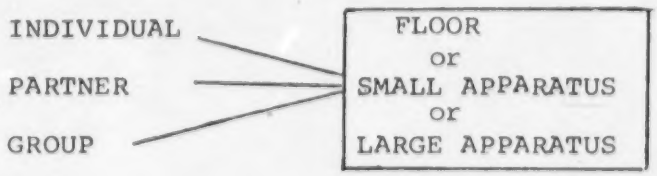
In theme development, two areas should be considered:

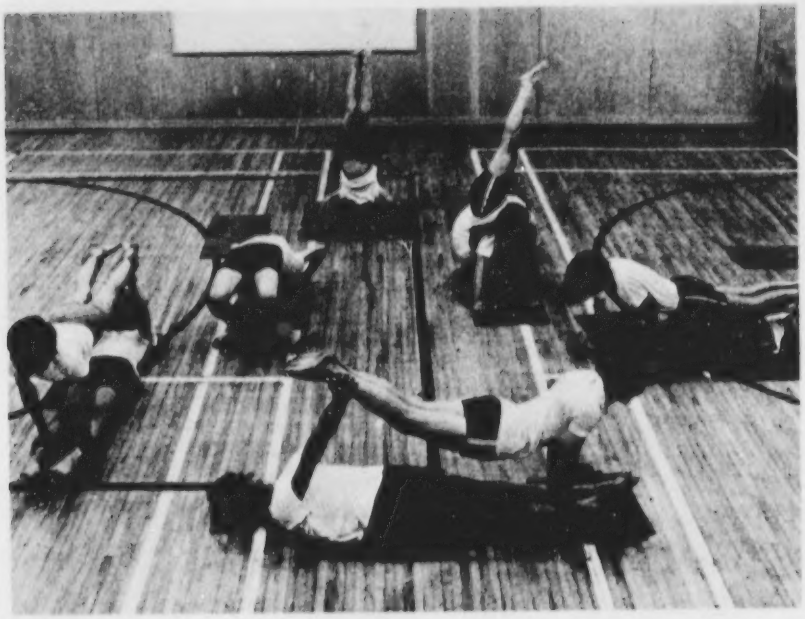
Area A - Individuals
- Partners
- Groups

and. . .

Area B - Floor Work
- Small Apparatus
- Large Apparatus

Many variations can be developed by combining Area A and Area B.





The following are suggested Themes which can be developed using any of the above combinations.

Type A - Short and Relatively Easy Themes

The following themes are to enrich the Introductory Program for Primary and Intermediate grades. The number of lessons on each theme should be determined by the interest of both teacher and pupils. NOTE: cited references are contained in resource texts available in each school.

Theme: Lifting different parts of the body high

Suggestions

- approximately four lessons.
- matching and contrasting parts high.
- jumping showing different parts high.
- lifting different parts - high at different levels.

Examples of Combinations

Individual 1 (page 162)

Floor: jumping off floor showing different parts high

Small Apparatus: apparatus balanced on different parts high

Large Apparatus: jumping off large apparatus showing different parts high

Partner

Floor: matching and contrasting different parts high

Small Apparatus: sequence work with any small apparatus

Large Apparatus: matching parts high

Group

Floor: lifting different parts high at different levels

Small Apparatus: group sequence work with any small apparatus

Large Apparatus: contrasting and matching at different levels of parts high.

Theme: Moving With Feet Together And Feet Apart

Suggestions

- approximately three lessons
- moving with feet only
- moving in different ways
- moving while introducing arm movement

Theme: Bridges

Suggestions

- approximately six lessons
- making bridges with body and hands
- going through, under and around each others bridges

Theme: Stretch And Curl[2] (page 423 - 466)

Suggestions

- approximately five lessons
- showing different stretched and curled shapes and at different levels.
- sequence work including travelling
- matching and contrasting stretch and curl

Theme: Twisting and Turning[3]

Suggestions
- approximately three lessons
- different twisted shapes in levels (low-med.-high)
- different twisted shapes in travelling
- different twisted shapes in flight

Theme: Shapes[4] (page 33 - 34)

Suggestions
- approximately six lessons
- making unique shapes and then blending shapes
- filling in spaces. One makes a shape and the other fills any spaces.
- grotesque shapes - could be used for dramatics.

Theme: Emphasis Placed On Selected Parts Of The Body[4] (page 42)

The whole lesson revolves around one part of the body.
Example: parts of the body leading the movement.
Suggestions
- approximately two lessons.
- activity to make children aware of the different parts of the body.
- travelling and/or twisting into shapes with emphasis on one part of the body.
- sequence work with one part of the body leading i.e., head.

Theme: Levels[1] (page 110)

Suggestion
- travelling showing different levels.
- combination of different themes with emphasis on the different levels (high-medium-low)

Type B - Long And Relatively Complex Themes

Through the lesson plans and themes in Type A, an extensive background should have been built in Gymnastics. By now the teacher should have individuals and groups that have a vocabulary of movement skills. She can place greater emphasis on the qualities of movement, in other words, how well the movement is performed. The latter demands understanding, feeling, and awareness of movement as well as good powers of observation on the part of the teacher. As a result it demands a more total involvement on the part of the child during his performance of a sequence. Therefore, the emphasis placed on the aspects of quality of movement will be determined by the interest and enthusiasm of the teacher.

Long And Relatively Complex Themes[5] (page 118 - 120)

Theme: Flow

Theme: Circlings, Swingings And The Use Of Momentum

Theme: Successive And Simultaneous Movement

Theme: Speed Or Time [4](page 41 - 42), [5](page 96 - 99)

Theme: Force

Theme: Space - Personal And General [4](page 48 - 49)

Theme: Symmetry And Asymmetry [5](page 94 - 96)

F. References

(1) *Kirchner, et al: Introduction To Movement Education, page 162 (good lesson plan)

(2) *K[illegible]ner: Physical Education For Elementary School Children, p[illegible]s 423 - 466 (good ideas on combining a curled and stretched shape)

(3) *Bilborough & Jones: Physical Education In Primary Grades, (good examples)

(4) *Educational Gymnastics, page 33 - 34 (tasks - whole body, arms and leg work)

(5) Morison: A Movement Approach To Educational Gymnastics, pages 118 - 120 (definition and examples)

*Educational Gymnastics, page 51 - 52 (outline)

*Indicates a title which is included in the prescribed reference package.

ANNOTATED BIBLIOGRAPHY

Books

(1) Bilborough, A. Jones, P., Physical Education In The Primary School. (Musson)	Intermediate. Valuable for starting a basic program. Illustrations with many added suggestions for the development of themes.
(2) Cameron, W. McD., and Pleasance, P. Education in Movement. (Copp Clark)	Guidance on the teaching of gymnastics.
(3) Cope, J. Discovery Methods in Physical Education. London, (Thomas Nelson)	Ideas on skill development leading into theme development.
(4) Inner London Education Authority. Movement Education for Infants.	Source of ideas.
(5) Mauldon, E., and Layson, J. Teaching Gymnastics. (Pendragon House)	Organization and division of a lesson. Many general teaching points.
(6) Morison, R., A Movement Approach to Educational Gymnastics. (Dent)	Development of complex themes.

Other References

(1) Buckland, Don: Gymnastics, Activity in the Primary School Series (Heinemann Educational Books Limited)

(2) Anderson, Margaret E.: Inventive Movement, Physical Education In Primary School Series (W. and R. Chambers)

(3) Movement - Physical Education In The Primary Years (H.M.S.O. Department of Education and Science)

IV AQUATICS PROGRAM

A. Objectives
B. Class Organization
C. Skill Development
D. Games
E. Evaluation
F. Administrative Considerations
G. Bibliography

IV AQUATICS

Through the application of many of the principles of instruction outlined in other sections of this guide, children learn water safety and swimming skills. It is important to allow development of skills, movement sequences and psychological adjustment to proceed at various rates within children while keeping in mind that it is through the sensation of movement that children enjoy pleasurable experiences and learn aquatics skills.

Children should be exposed to, as well as allowed to discover, a wide variety of swimming activities. The emphasis should be placed upon individual progress and development, within the framework of skill development.

A. Objectives

(1) Water Awareness

- to understand the basic principles of the water medium and the relationship of the human body to these principles

(2) Skill Development

- to develop the movement skills necessary to travel through water in various ways
- to develop survival skills
- to develop an attitude for enjoyable recreational swimming

(3) Emotional, Intellectual, Social Growth and Development

- to mature through positive, success-oriented situations within a large group, small group, and individual effort

B. Class Organization

It is not, as previously accepted, essential to group children according to ability except for the initial water adjustment stage (over-coming fear, breath control, and adjusting eyes, ears, nose and mouth to the water). Individual correction is essential and each child must be encouraged to make decisions, solve problems and discover new skills.

C. Skill Development

Water safety is very important and should be stressed at all times while children are learning skills.

(1) Water Adjustment

	Activities
(a) Children should feel comfortable at a swimming pool and know the safety rules.	- Show the children around the pool including the filter room - Explain why there are safety rules
(b) Instructor should enter the water first and then have the children enter. As the lessons progress the teacher can remove himself/herself from the water.	- The children enter first then the instructor. Finally, the instructor seldom needs to go into the water
(c) Some children are fearful of water because they know submersion is dangerous.	- The development of confidence of the pupils in their instructor is very important
(d) Water in the nose causes much discomfort.	- Explain to children to breathe through their mouth
(e) Buoyancy and loss of equilibrium	- After the child adjusts to getting into the water slowly they can: bounce on 1 foot, bounce backwards, walk in a circle, play games. Then press different sized air filled balls into the water, push different sized wooden objects into the water
(f) Effect of water on the eyes, ears, nose and mouth (putting the face in the water and opening eyes underwater)	- Make sounds like a motor boat with the mouth in the water, wash the face, recover objects from the bottom - Water washes mucous membrance fluids around eyes and in the nose. Practice is necessary so there is no discomfort - Don't rub the eyes. Blink as head goes under and as head comes out of water
(g) Breath control - Air should be taken in through the mouth and exhaled through mouth and nose.	- Take a small breath while holding onto side of pool (eyes can not be rubbed while both hands are on side) then submerge - blow air out as coming to surface of water (bobbing)

	Activities
(h) Buoyancy and Recovery	- Float with assistance (partner, instructor or equipment) - Float with no assistance - Float while moving - using side of pool or arms and legs for propulsion
(i) Adjustment to deep water work with small groups while the instructor is in the water (much less dramatic to push a child to safety than to dive in to save a child)	- Use corners of pool to have children swim across - Assist children to float in deep water by holding their hair and putting them at point of buoyancy

Once children are confident of their abilities in the water they may as a group be challenged to explore activities in, on and under the water.

(2) Water Entries

- enter the water: flying, turning, rolling, twisting, feet first, hands first, running. Safety must be stressed, eg: hands first, your head stays away from the bottom of the pool, and open the eyes just after entering the water.

(3) Buoyancy and Body Positions (Shapes)

- float as your favourite animal eg: turtle, jelly fish, elephant

- float in various shapes, eg: curled, upside down, stretched, small, large, on the back, front, and side

(4) Propulsion

On The Water

Under The Water

- move through the water by pushing off from the pool deck, pool side, pool bottom

- move while rolling, turning, twisting, exploding, backwards, forward, and kicking

- combine water entry method of floating propulsion

(5) Sequences

- alone
- in groups
- with equipment

D. Games

Games are very important in the development of swimming skills as well as for emotional, intellectual and social growth. Sequences lead into unstructured play while modified rules for water polo, water basketball, and other games such as underwater hockey and inner tube water polo are excellent. Obstacle courses are fun and good for the development of confidence.

As children practice and explore they discover recognized methods of swimming. Positive individual encouragement helps each child learn the most efficient methods of entering and moving through the water.

E. Evaluation

The main direction and purpose of the elementary aquatics program is contained in the following statement which the Parks and Recreation Department in Coquitlam presented to the School Board and Parents in its brief, Coquitlam Aquatic Program 1972, Coquitlam, October 1971, page one:

> ...To provide a positive learning situation for your child, the Aquatics program will:
>
> (1) utilize continuous evaluation to measure your child's progress.
>
> (2) have No Test Days. Children progress at different rates and therefore should be spared any high pressure comparisons with their peers. Your child will be moved to more advanced skills as his/her ability allows.
>
> (3) give No Badges to children as they complete Red Cross Requirements. In the place of badges will be progress cards. However, as a parent, you may present your child's progress card at any Coquitlam pool and obtain a badge which you may give to your child if you believe he/she will benefit from it.

F. Administrative Considerations

(1) Pool Facilities

Whenever possible park pools should be used in school swim programs. These pools, both indoor and outdoor, should be available during school hours for swimming lessons. Whenever a community is building a pool it is desirable to have it located near a school.

(2) Scheduling

Pools should be scheduled throughout the school day. Half hour lessons are adequate to offer the Canadian Red Cross program. Noon hour and after school programs should also be arranged where community programs permit.

(3) Instructors

Ideally, swimming should be taught by the regular classroom teacher. If teachers are not qualified to teach swimming, park board of recreation personnel who are qualified swimming instructors, should carry out the instructional program. The teachers should act in a supervisory capacity in getting children to and from the pool and in and out of the dressing rooms.

G. Bibliography

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(2) Diving

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Fairbanks, A.R.: Teaching Springboard Diving (Prentice-Hall)

(3) Synchronized Swimming

Vickers, B.: Teaching Synchronized Swimming (Prentice-Hall)

(4) Water Games

Empleton, Bernard E.: Water Fun For Everyone (Association Press, 291 Broadway, New York, N.Y., 1965)

(5) Facilities and Programs

Swimming Pools, A Guide To Their Planning, Operation and Design (Hoffman Publications, Inc., Sunrise Professional Building, Fort Lauderdale, Florida, 33304, 1972)

(6) Water Safety and Lifesaving

Be Water Wise, A Water Safety and Lifesaving Handbook (The Canadian Red Cross Water Safety Service and the Royal Life Saving Society)

Richard Carleton, Editor: Canadian Lifesaving Manual (Royal Life Saving Society)

V OUTDOOR EDUCATION

Outdoor education is explained by Julian W. Smith and others as follows: "Outdoor education is a means of curriculum enrichment through experiences in and for the outdoors. It is not a separate discipline with described objectives like science and mathematics; it is simply a learning climate which offers opportunities for direct laboratory experiences in identifying and resolving real life problems, for acquiring skills with which to enjoy a lifetime of creative living, for attaining concepts and insights about human and natural resources and for getting us back in touch with these aspects of living where our roots were once firmly established."

The role of physical education in the outdoor education program is no different from any other subject matter area. It does mean, however, that an examination of basic aims and objectives including concepts and activities must be first examined on the basis of where they can most effectively be developed. Once this is accomplished, activities can then be projected into the outdoor education program and, when possible, be correlated with the aims, objectives, concepts and activities of other subject areas.

Outdoor education has become an emphasis in education, designed both to enrich and extend the program of the school. Outdoor education can take many forms, three of which, relevant to elementary children, are briefly described here.

(1) The use of the school site and other outdoor areas as laboratories to extend the classroom. Field trips and outdoor projects are used to help achieve classroom objectives and effect learnings often impossible in the bounds of four walls. The use of nature trails, study of animal and plant life near the school, observation and study of aquatic life in nearby ponds and streams, adventure playgrounds and challenge courses are examples of the use of outdoor laboratories.

(2) Resident outdoor schools, in which students and their teachers use camp settings for learning opportunities achieved best in a camp community and outdoor laboratory. This is one of the most sensational and effective forms of outdoor education and offers extensive opportunities for learnings centering around social living, healthful living, work experiences, outdoor skills and interests, and the application of many of the school's educational objectives and purposes. On school time and as a regular part of the curriculum, the outdoor school serves to motivate and vitalize learning and contributes greatly to the development of good human relationships, better understanding between students and teachers, and opportunities for democratic living. The outdoor school thus achieves a greater dimension by combining outdoor learning with active participation in problem-solving in a "child's community". The potentials for learning, aptly termed "teachable moments", in such settings are rich and almost limitless.

(3) The teaching of outdoor skills, usually in physical education, recreation and club programs, and the development of attitudes and appreciations through many activities in the curriculum are important aspects of outdoor education. This aspect of outdoor education is paramount in educating our children to obtain maximum satisfaction from outdoor interests and pursuits, and in becoming responsible citizens in the protection of and improvement of our outdoor resources.

Outdoor skills make a major contribution to education for leisure. This can be accomplished incidentally or purposefully. If an individual enjoys an activity enough to engage in it during his own free time, then it becomes outdoor recreation.

Some of the current outcomes of outdoor education as enumerated by many experienced teachers and administrators involved in outdoor-related learnings include:

- better self concept (self-realization)
- awareness of and respect for the natural environment
- adventure and challenge in learning

- communications
- behavioral changes (teacher-student and student to student)
- lifelong interests and skills for the constructive use of leisure time
- spiritual development

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